Unit 26: K-12 BULLYING PREVENTION

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **ONGOING**
Status: **Published**

Brief Summary of Unit

Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.1.12.E.CS2	Stress management skills impact an individual’s ability to cope with different types of emotional situations.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.A.CS3	Technology increases the capacity of individuals to communicate in multiple and diverse ways.
HPE.2.2.12.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one’s lifetime.
HPE.2.2.12.C.CS1	Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.

HPE.2.2.12.D.CS1	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

Essential Questions

- How can a situation have more than one perspective of right and wrong?
- How can being aware of your senses impact your actions?
- How can communication encouragers decrease conflict?
- How can different ways of looking at things (perspectives) lead to conflict?
- How can I productively address conflict?
- How is conflict defined?
- Is there a right or wrong way to look at something?
- What are feelings that can result from conflict?
- What are roadblocks to conflict resolution?
- What are the differences between facts and feelings?
- What is my responsibility when I have a conflict?
- What is the difference between communication encouragers and blockers?
- What is the source or what causes conflict?
- What is your style of conflict resolution?
- Why do people see things differently?
- Why is group problem solving useful?

Essential Understandings

- Conflict can cause emotional responses.
- Conflict can cause harm.
- Conflict is a normal part of any healthy relationship.
- Conflict is more than a disagreement. There is a perception from one or both parties that there is a threat.
- Not all conflicts are able to be resolved using a win-win model.
- Our way of seeing things (perception) can cause conflict.
- Resolving conflicts can strengthen the bonds between people.
- There are skills to learn to resolve conflict successfully.
- There is a healthy way to resolve conflict.

Students Will Know

- “I” messages
- “One-to-one” strategy

- Brainstorming/group problem solving method
- Communication encouragers and blockers
- Conflict elicits feelings
- Different perspectives
- Different styles of conflict resolution
- How experiences can be felt through their senses
- Listening to hear (active listening)
- Roadblocks to conflict resolution
- The definition of conflict and conflict language
- Triggers for conflict
- Ways of seeing things (perspective)

Students will be able to

- Address an interpersonal conflict using the “one-to-one” strategy
- Be introduced to mindfulness
- Define conflict
- Determine the different ways to respond to conflict
- Differentiate between normal conflict and bullying
- Experience the process of brainstorming
- Identify at least three styles of conflict resolution
- Identify different ways of looking at things (perspectives)
- Identify different ways to use “I” messages
- Identify new words for feelings
- Identify positive and negative outcomes of conflict
- Identify positive and negative outcomes of conflict
- Identify roadblocks to conflict resolution
- Identify the traits of active listening and how it is beneficial
- Identify triggers (buttons)
- Learn the importance of brainstorming when working to solve a conflict.
- Recognize communication encouragers and blockers and their role in conflict escalation/de-escalation

Instructional Strategies

- individual student and parent/guardian meetings,
- utilizing technology resources,
- didactic questioning
- grade-specific small group presentations
- individual and group counseling,

- meetings and emails
- parent contact through phone calls,
- Problem-solving
- reflective discussion
- role-playing,
- visual aids,

Suggested Strategies for Modifications